



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

Athletic Games in the Education of Women. By GERTRUDE DUDLEY AND FRANCES A. KELLOR. New York: Henry Holt & Co., 1909. Pp. vii+268.

This book from its table of contents or from a casual examination may appear disconnected or made up of different books. But the lack of unity is only apparent; the parts are unified by having been written for one definitely determined class—all those who are in charge of the physical education of girls. Such instructors will be interested in the value of athletic games, the present conditions, and the methods of instruction; and these are the three parts of the book.

The authors confine their discussion also to a definite aspect of the subject—the educational value of athletic games. This is the title of an excellent chapter in the first part, in which the point is clearly made that women greatly need the development in self-control, co-operation and fair play that team work surely promotes. Part One also makes a plea for better instructors—instructors who have had an adequate training and who feel responsibility for their work.

Part Two ("Present Conditions") gives extended statistics of various games in different classes of schools, evidently obtained by a careful investigation of the field. The data are perhaps unnecessarily extended. We are willing to accept without argument the excellent suggestions for improvement and the summary. Part Three ("Methods of Instruction") is evidently intended for the class of teachers referred to in an earlier part of the book, those who have been led, in one way or another, to direct girls in their athletics but who do not know just how to go about it. These teachers will want to own the book, and will find interesting matter in all of it.

If one were to criticize the book, one might ask whether the physical side of the subject has not been too entirely subordinated, whether young women do not need more consideration for the fact that they are women. It may be that those who believe that basket-ball as men play it is likely to prove harmful to girls are shown too little regard; and that the idea that "schoolgirls will play basket-ball anyway" is given too much consideration.

The book has an ample index, always an advantage in a handbook. It is at times, unfortunately, lacking in exactness of word and clearness of phrasing.

NELLIE COMINS WHITAKER

SALEM, MASSACHUSETTS

Outlines of General History. By V. A. RENOUF. Edited by WILLIAM STARR MYERS. New York: Macmillan, 1909. Pp. xx+501. \$1.30 net.

This book was written by a teacher in Pei Chang University, China, for use in the schools of the Chinese Empire. It is a fairminded presentation of the leading facts in the history of the world, with especial emphasis on "those events and institutions a knowledge of which is most useful to persons interested in public reforms in the East." It is an endeavor to make clear both the origin and the nature of western civilization and "to show the value of high ideals of truth, and the advantage of liberal institutions." It is broadly catholic in subject-matter and in treatment, and gives an intelligent insight into the history of recent times.

The author observes the conventional division of history, but has exhibited great independence in his assignment of space. Out of a total of five hundred pages, one hundred and eighty-seven are devoted to ancient history; sixty-three to mediaeval; and the remainder, exactly one-half, to the modern period. Of this last division, seven-tenths of the space is given to history since 1789. Only eight pages are given to United States history. The book is superior to other general histories both in the selection of facts and in comparative treatment and correlation.

As one might expect, the history of the Far East is more fully treated than in other books of like scope; and the thesis is stated (with which few will take issue) that "the modern transformation of Japan and China is at least as significant as any other event or period in the world's history" (p. 456). The statement (p. 66) that "there is no European country save England in which the individual is so little interfered with by government as in China" will surprise readers who are unacquainted with the power of public opinion in that country.

Certain chapters are of notable excellence: the story of Russian expansion (so like our "winning of the West"), of the war with Japan, and the resulting revolution in Russia to 1907 (xxxiv); the chapter on the British Empire and the colonial expansion of Europe, including an account of political reform, colonial government, the movement for imperial federation, and international rivalry for colonies (xxxv); the story of the industrial revolution, the great inventions, discoveries in science, postage reforms, humanitarian and educational progress (xxxi); and the final chapter (xxxvii) on the transformation of the East—these, and other chapters should be read by pupils in high schools.

The book is supplied with useful hints and helps for the teacher. In an appendix is a discussion of the art of questioning, followed by a series of illustrative questions on the first fifteen chapters; the synchronistic chart of great periods and events is helpful; the bibliographies and suggested topics at the end of each chapter are well selected; the maps, thirty-six in number, are simple and well executed in black and white; illustrations are abundant and authentic; and the index and pronouncing vocabulary are adequate. As a specimen of book-making it is beyond criticism.

The editor, Dr. Myers, believes that this book, "offering as it does a more mature view of history combined with simplicity of language and diction . . . will supply a long-felt want in our schools." Granting the desirability of an extended high-school course in history covering four years, along the lines suggested by the Committee of Seven, it is undeniably true that most pupils leave our high schools, whether before or upon graduation, without having fulfilled the program recommended. Even in those schools that offer four-year courses few pupils avail themselves of the whole. It is worth considering whether a year's study of this book, followed or preceded by a year of American history, would not be superior as a preparation for life to the partial fulfilment of the four-year program.

J. SHARPLESS FOX

THE UNIVERSITY HIGH SCHOOL
THE UNIVERSITY OF CHICAGO